A STUDY OF THE GUIDANCE SERVICES IN SELECTED ILLINOIS HIGH SCHOOLS

BY

HARRY DONALD LOVELASS

B.Ed., Eastern Illinois State College, 1936
A.M., University of Illinois, 1938

AN ABSTRACT OF A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION
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I. Statement Of The Problem

The problem undertaken in this study was to analyze the programs of guidance services in selected high schools of Illinois, to note their characteristics, and to appraise certain of their measurable outcomes. Specifically, this investigation was designed to discover the observable characteristics of the guidance programs of the following:

1. Schools whose students score high on the Illinois Revision of the Kefauver-Hand Guidance Test, Form A.
2. Schools whose students score low on the Illinois Revision of the Kefauver-Hand Guidance Test, Form A.
3. Schools whose students generally mark a small number of problems on the Mooney Problem Check List, High School Form.
4. Schools whose students generally mark a large number of problems on the Mooney Problem Check List, High School Form.

II. Methods

The programs of guidance services of 61 selected Illinois high schools were studied. Facts concerning the characteristics of these programs of guidance services were obtained through the use of the following instruments:

1. Schedule A (the principal's questionnaire) gave information needed to carry on the remainder of the study and furnished a statement by the principal concerning the organization of the school for guidance purposes.
2. Schedule B[1] (committee of teachers' report) gave in-

1. Schedule B was the Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling prepared by the Subcommittee on Guidance of the Committee on Fundamentals, The North Central Association of Colleges and Secondary Schools.

formation concerning the guidance practices of the participating high school and the opinion of the committee of staff members concerning the excellence of the school's existing program of guidance services.

3. The Illinois Revision of the Kefauver-Hand Guidance Test, Form A, was administered to the students in grade 12 of the schools participating in the guidance study to attempt to measure the extent of students' guidance information and their knowledge of the counseling services of the school. The test consisted of the following ten parts: recreational information, recreational opportunities, health information, vocational information, occupational information, unfounded beliefs, misleading advertisements, school offering, false guidance, and counseling service.

4. The Mooney Problem Check List, High School Form, was administered to the students in grade 12 of the participating schools to reflect the degree to which they had achieved personal adjustment and thus to partially reflect the degree to which the schools' programs of guidance services had succeeded. The 330 problems of the check list are divided into eleven areas of thirty problems each. The eleven areas are as follow: health and physical development; finances, living conditions, and employment; social and recreational activities; courtship, sex, and marriage; social-psychological relations; personal-psychological relations; morals and religion; home and family; the future: vocational and educational; adjustment to school work; and curriculum and teaching procedures.

Schedules A and B were summarized for the participating schools. The scores of the students on the Illinois Revision of the Kefauver-Hand Guidance Test were analyzed, and the problems marked by the same students on the Mooney Problem Check List were studied. The programs of guidance services of schools whose pupils scored high on the Illinois Revision of

the Kefauver-Hand Guidance Test and those whose pupils scored low were analyzed to determine their distinguishing features. Similarly, the guidance services of schools whose pupils marked a small number or a large number of problems on the Mooney Problem Check List were studied.

III. Conclusions

The foregoing study and analysis have resulted in findings which lead to certain conclusions. These conclusions apply only to the Illinois high schools which participated in this study.

Findings yielded by Schedule A:

1. Most of the high schools participating in the guidance study had definite organization for guidance. The administrative head of the school was responsible for the success of the guidance program in 50 per cent of the cases. The guidance director, dean of boys, and dean of girls were responsible in a total of 43 per cent of the cases. (Some schools named more than one person.)

2. The emphasis placed upon different features of the programs of guidance services varied. The organized presentation of occupational information to the students was reported by almost all the schools; few indicated a follow-up program in operation. A sharp divergence of opinion concerning the duties of the school counselor was evident. A substantial minority considered all teachers counselors. A larger group considered a counselor as a staff member released from teaching duties in order to have adequate time in which to carry on specialized counseling functions.

3. There were few observable differences, as indicated by Schedule A, between high scoring and low scoring schools on the Kefauver-Hand Guidance Test. There were also few observable differences between schools whose pupils marked a small number or a large number

of problems on the Mooney Problem Check List. The one exception to the preceding statements was in the area of "Counseling." Pupils in schools with staff members who had substantial amounts of released time from teaching for definite counseling duties made higher average scores on the Kefauver-Hand Guidance Test and marked a smaler average number of problems on the Mooney Problem Check List than did pupils in schools with no definite organization for counseling.

Findings yielded by Schedule B:

1. It is apparent from a study of Schedule B, as it is from Schedule A, that most of the high schools participating in the guidance study had definite organization for guidance. Schedule B also revealed that these schools engaged in numerous guidance activities.

2. A large per cent (78) of the schools reported that they carried on over one-half of the activities included in a minimum program of guidance. A small per cent (26) of schools reported that they carried on one-half of the activities included in an extended program of guidance.

3. Schedule B permitted comparison of the programs of guidance services in the areas of "Information about the Pupil," "Organizing and Administering the Program," "Counseling," "Role of the Teacher," "Community Resources," and "Placement and Follow-up." Pupils in those schools reporting extensive activities carried on in the first three areas mentioned tended to have slightly higher mean scores on the Kefauver-Hand Guidance Test and smaller mean numbers of problems marked on the Mooney Problem Check List than did those enrolled in schools reporting few activities carried on in these areas. This was especially true in the area of "Counseling." The comparisons in the last three areas revealed no consistent pattern.

The findings resulting from an analysis of students' scores

on the Illinois Revision of the Kefauver-Hand Guidance Test, Form A:

1. The mean score made by boys on the Kefauver-Hand Guidance Test was substantially lower than the mean score for girls. There are no data available to explain this difference.

2. The PKGC (per cent knowledge of guidance content) indicates that boys and girls who were seniors two weeks prior to graduation did not possess sufficient guidance information to answer correctly many of the test questions. The PKGC for each of the ten parts of the test follow:

Part	I	Recreational Information	77
Part	II	Recreational Opportunities	65
Part	III	Health Information	81
Part	IV	Vocational Information	74
Part	V	Occupational Information	72
Part	VI	Unfounded Beliefs	67
Part	VII	Misleading Advertisements	64
Part	VIII	School Offering	74
Part	IX	False Guidance	82
Part	X	Counseling Service	52
Total Test			73

   It appears that the students were poorly informed concerning the "Counseling Service" offered by the schools' programs of guidance services and were best informed in the area of "False Guidance."

3. There was a very definite relationship between the knowledge of the schools' counseling services as shown by scores on Part X of the Kefauver-Hand Guidance Test and the mean number of problems indicated by the students. A high mean score for the pupils of a school on Part X ("Counseling Service") and a small mean number of problems marked by them on the Mooney Problem Check List appeared often together.

4. The schools whose pupils scored high on the Kefauver-Hand Guidance Test tended to engage in more guidance activities than did the schools whose pupils scored low. This was especially true in the area involving counseling activities. Part-time counselors in schools whose pupils scored high on the Kefauver-Hand Guidance Test spent more time counseling than those in schools whose pupils scored low.

The findings resulting from an analysis of mean number of problems marked by students on the Mooney Problem Check List:

1. Boys and girls in all of the participating schools marked large numbers of problems in the areas of "Adjustment to School Work" and "Curriculum and Teaching Procedures." It is apparent that many students were dissatisfied with the schools' curricular offerings and teaching procedures.

2. An inspection of problems marked by a high percentage of the students suggests that revision of the schools' curricula could materially reduce worry concerning these specific problems.

3. Pupils of schools having elaborate programs of guidance services usually marked smaller mean numbers of problems on the Mooney Problem Check List than did the pupils of schools having very meager programs of guidance services. This was especially true in the area of "Counseling."

4. The existing programs of guidance services did not seem to be very successful in helping the students to solve severe problems. This is indicated by the number of circled items in the Mooney Problem Check List which varied little between schools that had elaborate programs of guidance services and those that had only minimum programs.

5. Many high school seniors (52 per cent) stated that

they would welcome an opportunity to discuss their problems with someone. Fewer than one-third of these seniors had in mind a particular staff member with whom they would like to talk. These data appear to support the conclusion that the counseling services of the participating schools are inadequate.

General Conclusions:

1. In schools that have organization for guidance, seniors generally have relatively extensive information useful in solving their personal problems. In these schools seniors also marked a smaller than average number of personal problems about which they worried.

2. Extensive counseling activities appear to be most clearly related to a lower mean number of personal problems possessed by students and to higher mean scores on guidance information tests.

3. As shown by the PKGC, there were a large number of items in the guidance information test with which seniors two weeks prior to graduation were unfamiliar.

4. Although a majority of seniors desired counseling, less than one third of those so desiring had established satisfactory counseling relationships with a school staff member.

5. Existing school activities are not satisfactorily meeting the personal needs of many of the students as indicated by the problems marked by them.

IV. Recommendations

From these conclusions which refer specifically to the 61 high schools participating in the guidance study, it is believed by the author, evolve recommendations which are applicable, in some part at least, to all of the secondary schools of Illinois.

The following recommendations are made:

1. Because the pupils in schools with more extensive guidance programs tended to have more guidance information and to have fewer problems, it is recommended that the secondary schools of Illinois expand their guidance activities.

2. Because the pupils in schools which provide counseling activities reported fewer personal problems, it is recommended that staff members with adequate time and definite responsibilities for counseling be available in every secondary school.

3. Because the students in no school were free from severe personal problems, it is recommended that the staff members, particularly counselors, secure additional training in guidance techniques and procedures that may be useful in dealing with problems of this kind.

4. Because evaluation of guidance services is a prerequisite for their improvement, it is recommended that Illinois secondary schools which have not already done so study their own programs of guidance services as a first step toward improving the aid given their students.

5. Because a major source of the students' problems were the activities involving teaching procedures and the curriculum of the school, it is recommended that the curriculums of Illinois secondary schools be studied and revised so that tension-arousing situations resulting in excessive worry may be reduced.

VITA

Harry Donald Lovelass was born on March 14, 1910 at Clifton, Illinois. He attended a rural grade school in Iroquois County and was graduated from the Watseka Community High School in 1927. He was graduated from the Eastern Illinois State College, Charleston, Illinois, in 1936 with the B. Ed. degree. He received his A. M. degree from the University of Illinois in 1938. His teaching experience includes service as an elementary school teacher and principal, high school principal, and college teacher. During the years 1946 to the present time the author has been a member of the faculty of the Education-Psychology Department of Illinois State Normal University, Normal, Illinois. He served in the Armed Forces from June 4, 1942 to September 30, 1945. He is a member of Kappa Delta Pi, Phi Delta Kappa, and the American Association of University Professors.

The author has written the following articles for publication:

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